

Technology Plan Approved by District School Board

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Board Approved District Policies Section

1. The district has Appropriate Use Policies that address network use, copyright issues, software agreements and policy, and governs the use of all technologies including Internet access by students, teachers, staff, administrators, and community. The policies are reviewed with students and staff yearly.

Yes

2. Has the district installed, and does it maintain/regularly update, either a technology filtering software application, a technology filtering service, or a technology hardware device, which filters access to obscene, pornographic, and other inappropriate materials as mandated by the Children's Internet Protection Act, in order to qualify for federal e-rate funds and 2. other federal grant programs?

Yes

3. Are district policies in place that address state and federal requirements to educate students regarding Cyberbullying, Internet Safety and Digital citizenship and appropriate online behavior--including interactions in social networking sites, forums and chat rooms?

Yes

4. Does the district have policies that clearly articulate both gift acceptance of technology hardware and software, and the disposal process for unused, outdated, or inoperable technology hardware and software that is evaluated and updated yearly?

Yes

5. Does the district maintain a concise, complete technology inventory, including software licensing and hardware, and where the items are located or can be accessed?

Yes

6. Does the district have a plan and an adequate budget for the regular upgrading of technology hardware and software, and plans for electrical upgrades that relate to technology, that is evaluated and updated yearly?

Yes

7. Does the district have a plan that addresses the equitable distribution of available technologies, including hardware and software, and technology integration into the learning environment for all students?

Yes

8. Does the district have a plan and adequate budget to consider accessibility and compliance with Section 508? Answering 'no' will not negatively affect District Technology Plan approval--district should be aware of the compliance requirements that can be found.

If not, what plans does the district have to address Section 508 requirements? Include a timeline for completion.

In the fall semester & springs semesters our plans are to meet as a technology committee and look into the feasibility of more policy development and budget considerations. Actually, implementation of our ongoing technology initiatives will not be hampered.

Committee Membership / Stakeholder Representation

Identifies contributors to the plan. Consideration should be given to include representation from all constituencies: students, teachers, administrators, parents, educational institutions, and the community.

List the members of your committee, their titles, and identify the constituency each member represents:

Dr. Don Grover ~ Superintendent of Schools

Brent Munford ~ HS / MS Principal

Stephanie Groth ~ 2nd Grade Teacher

Amy Morris ~ MS English & Vocal Music Teacher

Robert Pearce ~ HS Science Teacher

Jeff Almond ~ BOE Member

Susan Browne ~ HS Parent Rep.

Carrie Carter ~ Elem School Rep.

Andy DeNoon ~ Student Council Representative

Brad Sephanonie ~ Greenbush Consultant

Are all recommended constituencies represented? Yes

MISSION STATEMENT

The school district mission statement is used to focus the vision for instructional technology. All school improvement initiatives across the district are tied to the overall mission of the school district.

Please state your School District Mission Statement:

The mission of USD 387 is to ensure that all students have the opportunity for a quality education which will enable them to develop attitudes, knowledge, and experiences necessary to reach their potential for becoming responsible and productive member of society.

INSTRUCTIONAL TECHNOLOGY VISION

Vision is an integral part of implementing the school district mission statement. The vision is not only aligned to the District Mission Statement but supports student learning outcomes, enables students to transfer their knowledge to new, emerging technologies and provides for 21st Century teaching and learning opportunities.

Our vision with technology for USD 387 is to incorporate more SmartBoard technology into ALL classrooms and an IDL learning option across the district via a dedicated T1 lines. We have done a considerable amount of SmartBoard training thus far, but we lack the equipment and instructional support to make it a common tool for instruction.

Progress has been slow as we have had a lot of budget cuts to contend with, along with other re-assignments with technology personnel. However, we were able to invest \$13,000 in SmartBoard technology as well as schedule 4 inservice days to train teachers in SmartBoard software. Our goal also includes completely taking down our district's website and redesigning it to make the site more accommodating for parents of the school district. In 2010 teachers were required to up-load and/or construct a "classroom" website linking it to the district's website addressing the inter-workings of their individual classrooms and programs.

In FY12 we are continuing to refine classroom websites and make them more consistently appealing and practical. We are also engaged in on-line testing via the state's assessment program. We use "Study Island" as another tool for student assessment and the "MAPS" program as a progress monitoring tool.

Our district website also utilizes various methods to communicate to parents of the community. Those tools include PowerSchool, District website, and our district's automated calling system. These tools, as well as others, provide a wealth of opportunities to integrate technology into the manner and processes of district services.

In the near future we have set a goal to develop and implement an IDL network at the HS. This is a huge goal to aid in the development of our limited HS curriculum.

Technology Needs Assessment

Enter a summary of the district process for determining technology needs, drive acquisition/upgrade/replacements, and deploy technology resources in support of the educational and administrative needs of the district.:

A comprehensive performance survey was given to staff at our last inservice day (April 2011) to ascertain the needs of staff and identify areas for improvement. We have two areas that need upgraded: One being

the elementary classrooms, and the other IDL opportunities at the high school facility. More assessment information will be collected and given to the Board this summer once budget totals are set.

District Technology Infrastructure Goals and Objectives

District technology infrastructure, telecommunications, hardware, software, internet access, services and resources support the educational and administrative needs of the district.

-Evaluate the Strength and utility of current network. Work needs to take place to assess the use vs capacity of the network to ascertain performance.

-With the addition of an IDL network , USD 387 will need to systematically assess the cost and reimbursement of line charges again E-rate eligibility reimbursements -Budget consideration with the Tech Committee and future program initiatives for the school district to implement an IDL network it a serious funding consideration. This too, will need to be evaluated. Make upgrades in the areas of our HS and elementary curriculum offerings

-Investigation into the IDL network will drive most decisions relative to advancing HS curricular offerings. This added cost for line charges will need to be filed under the district's e-rate system for eligibility. The elementary school at Altoona is seriously considering more on-line testing options and other more web based software like "Study Island", "Star Math and Star Reading". One of the biggest challenges for the elementary school deals with remediation opportunities and supplemental learning options. This will be a major concern to facilitate those elementary options with school leadership. Like most improvements, e-rate eligibility options will make a big difference as to whether these improvements can be cost effective to implement.

District Technology Infrastructure Narrative Description

Provide a description of the infrastructure, telecommunications, hardware, software, internet access, services, support, and resources the district will leverage to support the educational and administrative needs of the district:

All classrooms, offices, and workrooms have computer drops with Internet access. Each school has an administration server and at least one student application server. All schools have, at least, a 100mbps switch and router. Most buildings have a 100Mb switch and at least one drop per classroom.

Some classrooms have mini switches to accommodate a teacher workstation and at least three student workstations. The school also has a video distribution system that connects all classrooms to local cable access.

The high school has two 20 workstation labs dedicated to computer literacy. Students may also access the library lab for individual work before, during and after school. There are also 2 individual work stations in the Mathematics, Science, and language Arts rooms.

The elementary school have one lab. This lab is used with our testing and assessment of our Math Program.

Assessing District Technology Infrastructure Goals And Objectives

Outline specifically how the district intends to measure success related to District Technology infrastructure Goal(s) and Objectives:

As on line instruction becomes more of a normal means of curriculum delivery we experience the need for additional hardware. It is our hope to be able to improve on classroom equipment with mounted projectors which connect directly to the instructor's computer. This technology creates a cohesive and fun learning environment.

Elementary attendance centers are connected through wireless 16Mbps. Internet access through the WAN provides communication through district E-mail. All buildings have at least two computer labs with a minimum of 20 networked computers. All buildings have a voice communication system. All classrooms have at least two computers connected to the LAN and classroom computers have district adopted software installed

Content filter to cover the classroom 21st Century requirements for cyber bullying and social networking are in place to provide desktop security, network monitoring and spam filtering.

Curriculum Integration Goals and Objectives

-All K-6 students have scheduled time in computer labs to work on technology integrated curriculum. Additional time is available for scheduling extra time or sending small groups of students to work on group or individual projects. Seventh and Eight grade students will schedule more use of the Computer labs for curriculum classes and/or integration activities. High School students use computer labs for integration of district curriculum and activities. All computer labs are used for on-line Kansas Assessments. -With additional resources, students may enroll in E20-20 on-line classes to meet district and state standards for credit recovery, and enhanced curriculum opportunities as well as scheduling conflicts. Ensure that students are technology literate by the end of the 8th Grade.

-Students will follow the newly adopted (2011) technology curriculum to ensure they are technologically literate by the end of skills, research skills, and digital communication skills by the end of grade 8.

-Keyboarding is one of the basic foundations of the technology age. All students need to understand the importance of keyboarding skills. Keyboarding classes are designed to teach the touch system. The main emphasis is correct key-stroking and using proper techniques on electronic equipment. Left and right hand positions are taught via formal instruction in the early grades. Keyboarding skills are reinforced in the 5-8th grades and more advanced classes are offered at the high school level. Our district goal is for eighth graders to be proficient in keyboarding before entering High School. Progress is being made toward fully integrating technology into the curriculum.

-Teachers will design and develop digital-age learning experiences and assessments to motivate and engage students in their own learning. USD 387 will continue to provide teachers with the technology resources necessary to integrate technology into instruction, as funding allows.

-High school students have access to a wide variety of opportunities that allow them to access technologies in the school and classroom. The student services program at the high school annually assist students with career exploration by utilizing the AS-VAB computer programs. Counselors update students about opportunities for financial aid through scholarship searches done online. Students are able to contact colleges for course, program, and admissions information online by accessing technology in the school. Various software programs are available to assist students with test preparation. The curricular offerings at the high school also reflect that a high level of technology exists within the high school building. Students are able to enroll in the following classes that are technology related or include the utilization of technology:

- * Computer Applications
- * Graphic Design
- * Yearbook

-One of the key objectives is to be more deliberate in having technology literacy be a viable part of the curriculum. Our objective is have a series of tech skills develop per grade level and have teacher integrate those skills into their teaching & learning processes.

Curriculum Integration Narrative:

Please outline how the district will meet the Curriculum Integration Goals and Objectives outlined above:

USD 387 believes that technology is a tool to be used to expand the educational process in all curriculum areas. Our staff delivers instruction through a teaching model that provides integrated activities across the curriculum. The tech curriculum would provide staff valuable information in planning instructional integrated activities. Information relative to an emerging technology curriculum will address standards, benchmarks, indicators, as well as suggested teaching strategies per grade level. Perhaps even a district technology essential skill lists

would provide an additional quick reference for teachers and parents on basic technology skills.

Assessing Curriculum Integration Narrative

Student achievement will improve due to the utilization of technology for research, writing, reading, critical thinking, problem solving, and communication. Data collected will be used to assist in making decisions for curriculum changes, selection and use of software and hardware decisions.

PowerSchool was implemented in the summer of 2007, and PowerGrade was implemented the fall of 2004. Quarterly informal assessments are reviewed at the teacher and administrative levels to determine steps needed to guarantee successful use throughout the year. Currently all teachers use PowerSchool to record attendance and tardies. Teachers in grades three through twelve use PowerSchool and PowerGrade for grading. Students and parents use PowerSchool to access their academic progress and improve home to school communications

E20-20 provides skill assessments, benchmarked against State Standards, as well as diagnostic lessons to master standards. Elementary students have used assessment software to prepare for the Kansas Assessments as well as to become more proficient in required reading and math skills.

E20-20 is a diagnostic program which will provide prescribed lessons for each individual student. For this reason, it will be very effective in providing individualized learning plans for students in reading and math. High school students can use E20-20 for credit recovery. It will be used during the school year and during a summer credit recovery program for this purpose. Baseline data was collected at the high school in summer 2007.

Technology Professional Development Goals and Objectives

In this section the district will outline the District Goals and Objectives related to Technology Professional Development--including professional development required to support the teaching and learning mission of the district, and to support the operational/administrative aspects of this plan.

Integration Goals and Objectives including:

- ¥ Increasing student academic achievement through the use of technology.
- ¥ Ensuring all students are technology literate by the end of 8th grade.
- ¥ Cyber bullying/Internet Safety/Digital Citizenship (to meet federal requirements to address educating students about these issues and appropriate online behavior including interactions in social chat rooms).

Improve the capacity of teachers to integrate technology effectively into the curriculum and instruction.

-Altoona-Midway teachers will coordinate technology staff development to train teachers on how to effectively develop instruction using digital tools which are provided by the district.

-Plan on having 4 days of staff inservice time dedicated to train teachers on how to use SmartBoard technology and potential IDL classrooms as a natural part of their classroom. Encourage effective integration of technology through teacher training and curriculum development to establish replicable best practices.

-All certified staff will have the opportunity to acquire technological skills necessary to integrate technology into classroom instruction through district staff development trainings. Improve the capacity of classified staff to effectively use technology to fulfill their duties.

-The district will provide staff development focusing on the acquisition of technology skills for classified staff so they can more effectively do their jobs using technology. Technology Professional Development Narrative:

The District Technology Team, along with the Professional Development Council (PDC), has developed a comprehensive system to coordinate technology staff development needs for USD 387. The focus of all staff development is directed toward demonstrated growth of student learning. The following belief that technology is a tool for learning with both students and teachers.

Every effort should be made to create technologically infused learning environments where students and teachers have access to emerging technologies which increase productivity and enhance thinking and creativity toward best practices with professional growth for the staff of USD 387.

It has been the philosophy of the district that all staff should have the opportunity to acquire skills in using technology tools to explore, learn and practice technology integration. In order to achieve this goal staff must be technology literate. To accomplish this goal, the PDC has implemented the following activities:

- ¥ Ensure that results based staff development plans for tech are in place
- ¥ Align results based staff development strategies with student learning
- ¥ Allocate a portion of staff development days for technology
- ¥ Utilize staff members for training and technology support.
- ¥ Create and share technology projects with co-workers.
- ¥ Allow members to receive PDC points for implementing & integration tech activities into the classroom

Assessing Technology Professional Development

Technology professional development is carefully and thoughtfully assessed, with the goal of supporting teachers and administrators in using technology to improve student learning. In this section, the district should relay:

¥ How will the district know that current professional development offerings have an impact?
¥ How will the district know that knowledge/skills from professional development opportunities will be transferred to classroom practice?
¥ What evidence will show results of the professional development activities?

Technology Professional Development
Assessment Narrative:

The District's Technology Team along with the Professional Development Council (PDC) has developed a comprehensive system to assess technology staff development needs for USD 387. After each staff development day, staff is required to fill out assessments for the day. Results are reported to the PDC. All staff currently take PDC staff development needs survey for annual assessment

Our district has filed or intends to file only for basic Telecommunication services (POTS--basic local/long distance only, not including voice mail, Centrex, etc.) for Funding Years covered by this technology plan.

1ST YEAR

Professional Development \$1500
Telecommunications and Internet \$2500
Materials and Supplies (i.e. Software) \$500
Equipment (i.e. Hardware) \$30000
Maintenance and Support \$3000
Other \$0 None
Total \$37500
School Year: 2012-2013

2ND YEAR

Professional Development \$1500
Telecommunications and Internet \$2500
Access Materials and Supplies (i.e. Software) \$500
Equipment (i.e. Hardware) \$30000
Maintenance and Support \$3000
Other \$0 None
Total \$37500
School Year: 2013-2014

3RD YEAR

Professional Development \$1500
Telecommunications and Internet \$2500
Materials and Supplies (i.e. Software) \$500
Equipment (i.e. Hardware) \$30000
Maintenance and Support \$3000
Other \$0 None
School Year: 2013-2014

Total \$37500